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ABSTRACT

This final report examines the nature and contents of a federally-supported program to improve language and social studies instruction in the secondary schools of Minneapolis through the interaction of the teaching staff and the students with a professional, educational consultant from Germany. General objectives included: developing multi-media units for intermediate level instruction, new junior high school instructional materials, inservice teacher-training in culture and language, and study materials on contemporary Europe; and providing aid to students of social studies in obtaining a better insight into European affairs. The projects carried out are described in terms of: (1) teacher education, (2) development of textbook-related materials, (3) radio program production, (4) teaching units, and (5) other educational materials. An evaluation of the program's general effectiveness and several evaluation forms covering three courses taught by the consultant are included. (RL)

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FINAL REPORT Project Number OE6-70-0112 (824)

German and Social Studies Consultant

August 1970 - June 1971

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Consultant - Edward Mayr

Director - Jermaine D. Arendt, Consultant in Foreign Languages

Minneapolis Public Schools
November 1971

FL002 981

In recent years the Minneapolis Schools have involved Fulbright Exchange Teachers in curriculum work with teams of regular teachers. Minneapolis teachers expressed great enthusiasm for such help because the foreign teachers brought new expertise and points of view to the projects. Teachers specifically asked if they could not have such help for an extended period.

As a result, the foreign language and social studies departments jointly requested a Foreign Curriculum Consultant for the year 1969-70. Unfortunately, no applications were received and the position went unfilled.

However, from February to August, 1969, the Minneapolis Consultant in Foreign Languages was in Europe under a Fulbright Program. During this period he contacted a number of persons regarding the position and received assurances from several people that they would probably apply.

In the fall of 1969, an application for a Foreign Curriculum Consultant was again made and this time several persons were listed as likely candidates. Again, the project was approved. This time an applicant was also forthcoming and approved. The applicant was Mr. Edward Mayr, formerly a Fulbright Exchange Teacher in Minneapolis and currently a teacher in a Gymnasium (secondary school) in Erding, Germany.

In the summer of 1970, the Foreign Language Consultant and Mr. Mayr were able to meet again in Germany to discuss the objectives of the position and possible activities.

Objectives of the Position

1. Develop multi-media units for intermediate level German instruction.
2. Work with teachers in developing stimulating new materials for use in junior high schools.
3. Help German teachers improve their knowledge of contemporary German culture and language.
4. Help social studies teachers better understand contemporary Europe.
5. Help students of social studies and German better understand Europe and particularly Germany.

Planned Activities

Projected activities for the Foreign Curriculum Consultant were the following:

1. Teach a pre-school staff development course for German teachers, subject: Contemporary Germany
2. Teach a third year German class in Central High School, a senior high school designated as a "magnet school."
3. Meet with teachers to plan curriculum efforts at city-wide Foreign Language and Social Studies meetings.

4. Develop such curriculum as was suggested in staff meetings.

Projects Carried Out

1. Teacher Education

A. Professional Growth Course: Contemporary German Civilization.

Teachers from the Minneapolis Schools and from a number of surrounding school districts enrolled in this course. They heard lectures, saw films, listened to recordings and discussed education in Germany, the German language, the German economy, politics, news media and contemporary literature. Mr. Mayr's broad background enabled him to lead stimulating discussion on all of these topics. He brought from Germany a number of excellent readings and tape recordings that enriched the course. Reactions of participants were extremely enthusiastic.

B. Professional Growth Course II: German Conversation.

At the request of German teachers, Mr. Mayr taught a second professional growth course. Discussions in the course were based on contemporary magazine and newspaper articles for the most part. Sessions were held in homes of the participants enabling the meetings to benefit from relaxed atmosphere of a living room or recreation room. Again, Minneapolis teachers and teachers from nearby districts participated. Once again, enrollees were very positive in their evaluation of the course.

C. Professional Growth Course III: Issues in Modern Europe.

This course for social studies teachers, dealt with European education, modern society, governmental systems, European unity, the East-West conflict. Because of requests of social studies teachers who could not attend in 1970-71, the course will be re-offered in 1971-72 based on the outline developed by Mr. Mayr.

2. Developing Textbook Related Materials

A. The Americanization of Europe.

Mr. Mayr wrote a German language version of the text accompanying a filmstrip on American influence on post-war Europe. The text has been tape recorded for use with intermediate level students.

B. Activities for Junior High German Classes.

Over a several month period Mr. Mayr worked with junior high school teachers in developing games, transparencies, and work-sheets for junior high school German learning. Materials which Mr. Mayr had brought from Germany suggested many possible activities.

C. Radio Program Production.

From discussions with foreign language staff members evolved a suggestion that Mr. Mayr attempt to develop a series of German radio programs for the school system's new FM radio station KBEM-FM. The suggested programs were to have a contemporary flavor, focusing on German culture and contemporary affairs and were to be directed especially at intermediate level German students.

In all, twenty-four programs were eventually produced and broadcast under the title "Deutsche Kaleidescope." Mr. Mayr also produced for each program a teaching guide, which was mailed to teachers a few days before each broadcast. Teachers in Minneapolis and St. Paul used the programs for their classes.

In 1971-72 most of the programs are being re-broadcast. In addition, we are making copies of the programs for teachers who find it more convenient to have the recordings for instructional use than use the broadcast. Some program titles are:

National Prejudices and Stereotypes
Christmas in Germany
Soccer
A German High School
Fasching

4. Teaching Units.

In the course of this year, Mr. Mayr developed four sizable teaching units and tried them out in the classroom:

A. Hier ist der Westdeutsche Rundfunk.

The unit will enable our teachers to teach about German radio. The unit contains much information for the teacher, readings and tape recordings of actual German broadcasts for student study. The unit includes material originally printed in German school magazines and material supplied by the "Bayerischer Rundfunk" in Munich.

B. So macht man's in Deutschland.

These units are a major revision of units produced by a Twin City teacher and which were based on material in These Strange German Ways.[1] The units are so designed that a student or group of students can work with very little teacher supervision. Sub-units deal with differences between German and American cities, foods, hotels, and train travel. Slides, taped commentary, and student guides are major components.

[1]Attantik, Brücke, These Strange German Ways, Hamburg: Attantik Brücke, 1969.

C. Fußball.

This unit was built to satisfy the teachers' requests for material on soccer. Mr. Mayr cut two "minifilms" on soccer from German newsreels and recorded two simplified versions of the commentary for possible class use. In addition, he wrote considerable material on soccer. A sizable number of worksheets were produced for student use.

D. Deutschlands Weg in den Nazionalsozialismus.

This unit is developed for the teacher who wishes to study the Nazi period with his students or for possible use as a social studies elective offered through the German department. Like all of the other units it is a multimedia unit, using photographs, recordings and slides.

All of the above units have been distributed to Minneapolis German teachers and discussed in special workshops. In addition, they have been presented to teachers in workshops at the University of Minnesota, St. Olaf College, and the Central States Modern Language Association. One of the units will be demonstrated at the annual meeting of the American Council on the Teaching of Foreign Languages in Chicago in November, 1971.

4. Other Important Contributions.

A. A Textbook Evaluation and Adoption.

During Mr. Mayr's stay we were evaluating commercial German texts for possible adoption. He met regularly with the German teachers and offered many helpful suggestions during the discussions.

B. Demonstration Teaching.

Mr. Mayr helped a number of teachers get started using the unit Hier ist der West deutsche Rundfunk, with their own classes. This usually meant that he personally taught the opening lesson and sometimes several more.

C. Class Visitation.

The Foreign Curriculum Consultant discussed Germany with both German and social studies classes in many of our secondary schools. The discussions were especially lively in social studies classes.

D. Strengthening Relationships with German Organizations.

In order to carry out his responsibilities, Mr. Mayr contacted the German Consulate General, the German Embassy, Internaciones,

the Bayerischer Rundfunk for materials. These contacts resulted in inquiries from the Consulate about the total Minneapolis school program and in the unsolicited gift of a significant amount of material from Internaciones.

Value of the Contribution of the Foreign Curriculum Consultant

Much of the evaluation of Mr. Mayr's work must remain subjective for the impact of his presence can only be judged by positive (or negative) comments from teachers and students regarding his efforts.

There was no negative feedback that the Foreign Language Department is aware of. Teachers made glowingly positive remarks about all in-service courses which Mr. Mayr taught. A composite evaluation of each course he taught is included in the Appendix.

Mr. Mayr successfully retained all but one of the intermediate level students whom he taught in the Central High School "Magnet Program". This high retention rate was established against a glittering array of other elective quarter courses.

Units of instruction developed by Mr. Mayr are being formally presented and discussed with German teachers in so-called Quadrant Meetings this fall. Teachers have expressed great enthusiasm for the units in these sessions and propose to use them beginning immediately. Though all of the units are developed for use at the intermediate level, many teachers of beginning students want to adapt the material for use with beginning students. A slide-tape unit on restaurant eating has already been built into textbook related learning activity packages for our first year German text.

A Typical Week of Consultant Activity:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:30 a.m.	Teach	Teach	Teach	Teach	Teach
10 a.m. - 12 Noon	Writing script for radio program	Curric. Writing	Curric. Writing	Visit Social Studies or FL Classes	Curric. Writing and A-V Production
1:00 - 4:30 p.m.			Recording radio broadcast		

Conclusion

Mr. Mayr's success as a Foreign Curriculum Consultant was the result of a number of factors:

1. He is a well educated, dedicated teacher.

2. He is sensitive to the feelings of others.

3. He has a side range of interests and good current knowledge of developments in German and other cultures.

4. He is adaptable.

As a result, Mr. Mayr was able to dedicate himself to satisfying the needs of our staff and American youth. We regard the results as a model of what the Foreign Curriculum Consultant program can contribute to American education.

APPENDIX

1. Evaluations of Courses Taught

2. Units Produced:

   Fußball, Sport für Millienen

   So macht man's in Deutschland

   Hier ist der West Deutsche Rundfunk!

   Amerikonizierung Europas

3. Sample Teachers Guide for a Radio Broadcast

MINNEAPOLIS PUBLIC SCHOOLS

Staff Development

EVALUATION OF PROFESSIONAL GROWTH COURSE

Course Title Contemporary German: Conversation and Culture - Course #217

Leader Eduard Mayr Date 2/1/71

1. How relevant was the content of this course to your needs and interests?

☐ Irrelevant	☐ Not very relevant	☐ Moderately relevant	2 Very relevant	3 Extremely relevant

2. How do you rate the methods of presentation?

☐ Poor	☐ Below average	1 Average	1 Above average	3 Excellent

3. To what extent do you think you will use new materials or approaches in your classroom as a result of this course?

☐ Not at all	☐ A little	1 Some	2 Quite a bit	2 A great deal

4. All in all, how worthwnile was this course for you?

☐ A waste of time	☐ Not very worthwhile	☐ Adequate	3 Very worthwhile	2 Outstanding

5. What did you like most about the course?

Opportunity to discuss modern Germany with a native German, especially a person with an excellant background.

6. What would have made it more useful?

Longer course or follow-up course.

7. Any other comments? (Please use other side.)

Return to:
Director of Staff Development
Adm. Bldg., 807 N. E. Broadway

(5M 8-69) Vocational School Print Shop

MINNEAPOLIS PUBLIC SCHOOLS

Staff Development

EVALUATION OF PROFESSIONAL GROWTH COURSE

Course Title Contemporary German Civilization #196

Leader Eduard Mayr Date 8/17-8/28/70

1. How relevant was the content of this course to your needs and interests?

☐ Irrelevant	☐ Not very relevant	☐ 2 Moderately relevant	☐ 7 Very relevant	☐ 3 Extremely relevant

2. How do you rate the methods of presentation?

☐ Poor	☐ Below average	☐ 2 Average	☐ 6 Above average	☐ 3 Excellent

3. To what extent do you think you will use new materials or approaches in your classroom as a result of this course?

☐ Not at all	☐ 1 A little	☐ 4 Some	☐ 4 Quite a bit	☐ 3 A great deal

4. All in all, how worthwhile was this course for you?

☐ A waste of time	☐ Not very worthwhile	☐ 1 Adequate	☐ 8 Very worthwhile	☐ 2 Outstanding

5. What did you like most about the course?

The opportunity to hear a native German speak.

Finding out information about Germany

6. What would have made it more useful?

7. Any other comments? (Please use other side.)

Return to:

Director of Staff Development
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MINNEAPOLIS PUBLIC SCHOOLS
Professional Growth

EVALUATION OF PROFESSIONAL GROWTH COURSE

Course Title Issues in Modern Europe - P.G. Course #238

Leader Eduard Mayr Date 6/8/71

1. How relevant was the content of this course to your needs and interests?

[ ] Irrelevant [ ] Not very relevant [ ] Moderately relevant [2] Very relevant [1] Extremely relevant

2. How do you rate the methods of presentation?

[ ] Poor [ ] Below average [ ] Average [1] Above Average [2] Excellent

3. To what extent do you think you will use new materials or approaches in your classroom as a result of this course?

[ ] Not at all [ ] A little [ ] Some [2] Quite a bit [1] A great deal

4. All in all, how worthwhile was this course for you?

[ ] A waste of time [ ] Not very worthwhile [ ] Adequate [2] Very worthwhile [1] Outstanding

5. What did you like most about the course?

Personal observations and viewpoint of native of Germany, informal

6. What would have made it more useful?

More time, more issues, printed materials

7. Any other comments? (Please use other side.)

Return to: Charles W. Templin
Administration Building
807 Northeast Broadway
Minneapolis, Minnesota

CWT:hci
2/10/71

Minneapolis Public Schools
Department of Foreign Languages

M E M O R A N D U M

From: Eduard Mayr

To: Teachers of German in Minneapolis

Re: German radio broadcast

DAS DEUTSCHE KALEIDOSKOP bringt am 19. und 22. Februar 1971 eine Faschingsausgabe mit viel Musik und vielen Karnevalsliedern. Das Wochenende vor dem Aschermittwoch (24. Februar 1971) ist der Höhepunkt des Faschings oder Karnevals.

Die Sendung enthält ausnahmsweise keine Worterklärungen. Hier ist eine Liste schwieriger Wörter, die Sie den Schülern wahrscheinlich erklären müssen:

der Höhepunkt	die Prinzessin	bauen
der Aschermittwoch	das Märchenland	brauchen
das Hotel "Am Dom"	fröhlich	sich ärgern
die Tanzkapelle	der Grund (Gründe)	vorbeifahren
das Kostüm	etwas Sonderbares	
der Ritter	hintereinander	
die Rüstung	verrückt	
der Federschmuck (eines Indianers)	ausgelassen	
mutig	billig	
	der Faschingsdienstag	

Auf der nächsten Seite finden Sie **die Texte der Karnevalslieder** in der Reihenfolge, wie sie gespielt werden. Bitte, bedenken Sie: diese Stimmungslieder sind zum Mitsingen - nicht zum Mitdenken!

EM
2-16-71

Karnevalslieder und Stimmungslieder

ES WAR EINMAL EIN TREUER HUSAR,
der liebt sein Mädel
ein ganzes Jahr.
Ein ganzes Jahr
und noch viel mehr.
Die Liebe nahm kein Ende mehr.

WIR KOMMEN ALLE, ALLE IN DEN HIMMEL,
weil wir so brav sind, weil wir so brav sind.
Da zieht uns der Petrus rein.
Er sagt: "Ich lasse euch gerne rein,
ihr wart auf Erden schon die reinsten Engelein."

KORNBLUMENBLAU IST DER HIMMEL AM HERRLICHEN RHEINE.
Kornblumenblau sind die Augen der Frauen beim Weine.
Darum trinkt Rheinwein, Männer, seid schlau!
Dann seid am Ende auch ihr - kornblumenblau.

HUMBTA HUMBTA HUMBTA HUMBTA TÄTÄRÄ
Ja, da geht's Humbta ...
Der ganze Saal dasselbe noch einmal:
Ja, da geht's Humbta ...

WER SOLL DAS BEZAHLEN?
Wer hat das bestellt?
Wer hat so viel pinke-pinke?
Wer hat so viel Geld?

WENN DAS SO WEITERGEHT
ein halbes Jahr,
hab'n wir's Delirium.
Halleluja!

O, WIE BIST DU SCHÖN.
O, wie bist du schön.
So was hat man lange nicht geseh'n,
so schön, so schön.

EINMAL AM RHEIN
und dann zu zweit alleine sein.
Einmal am Rhein -
ein Gläschen Wein beim Mondenschein.
Einmal am Rhein,
du glaubst, die ganze Welt ist dein.
Es lacht der Mund zu jeder Stund,
das kranke Herz, es wird gesund.
Komm, ich lade dich ein: Einmal am Rhein.

HEIJA HEIJA POPEIJA WIR GEH'N NOCH NICHT INS BETT.
Heija ... hier ist es noch so nett.
Darum trinken wir vergnügt noch manch Gläschen aus.
Wir kommen zwar heute nicht rein ins Bett,
aber morgen auch nicht raus.

EIN PROSIT, EIN PROSIT DER GEMÜTLICHKEIT!